

1996-97 Louisiana Progress Profiles

District Composite Report

Terrebonne Parish

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Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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TABLE OF CONTENTS



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Introduction	i
Part 1. District Summary	
Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3
Part 2. School characteristics	
Faculty with a Master's Degree or Higher	2-7
Class Size Characteristics	2-11
Part 3. Student Participation	
Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-13
Part 4. Student Achievement	
Criterion-referenced Test (CRT) Results	4-1
Norm-referenced Test (NRT) Results	4-11
Part 5. College Readiness	
American College Test (ACT) Results	5-1
First-Time Freshman Performance	5-3
Glossary	

KEY TO TABLES

Table 1: Schools in Terrebonne Parish	2-1
Table 2: Faculty with a Master's Degree or Higher	2-8
Table 3a: Class Size Characteristics - Elementary Schools	2-13
Table 3b: Class Size Characteristics - Middle/Jr. High Schools	2-17
Table 3c: Class Size Characteristics - High Schools	2-19
Table 4a: Percent of Student Attendance - Elementary Schools	3-3
Table 4b: Percent of Student Attendance - Middle/Jr. High Schools	3-4
Table 4c: Percent of Student Attendance - High Schools	3-5
Table 5: Student Dropouts	3-9
Table 6a: Students Suspended and Expelled - Elementary Schools	3-15
Table 6b: Students Suspended and Expelled - Middle/Jr. High Schools	3-20
Table 6c: Students Suspended and Expelled - High Schools	3-23
Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3	4-2
Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5	4-4
Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7	4-6
Table 7d: Graduate Exit Examination (GEE) Results	4-8
Table 8a: Norm-referenced Test (NRT) Results - Grade 4	4-12
Table 8b: Norm-referenced Test (NRT) Results - Grade 6	4-17
Table 8c: Norm-referenced Test (NRT) Results - Grade 8	4-21
Table 9: American College Test (ACT) Results	5-2
Table 10: First-time College Freshmen Performance	5-5

The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

-
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

-
- education attainment,
 - labor force breakdown,
 - household income distribution,
 - population by race,
 - single parent households,
 - all persons living below the poverty level, and
 - teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3

Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

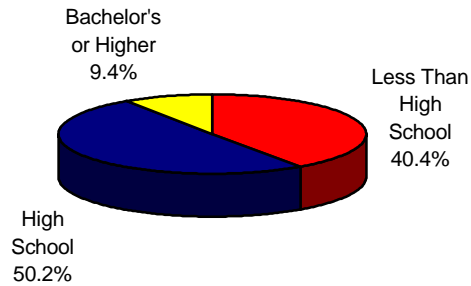
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

Terrebonne Parish Socioeconomic and Demographic Overview

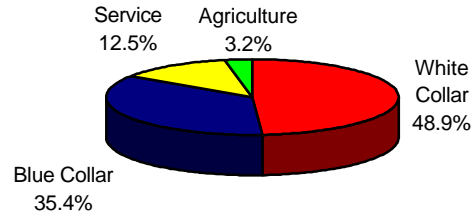
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



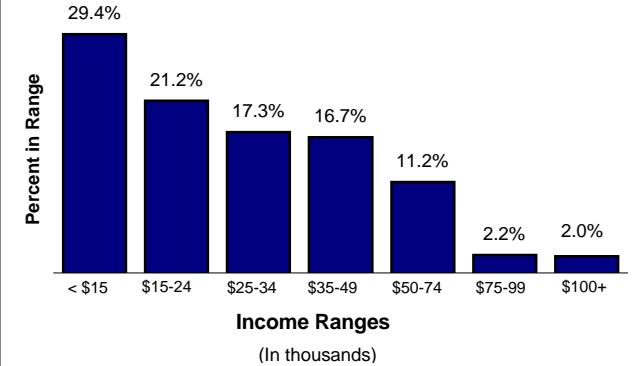
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



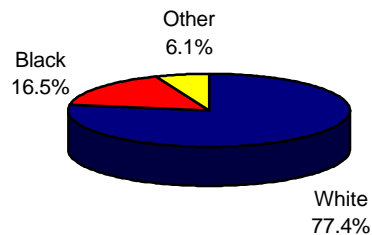
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	16.5%	19.1%	14.8%
All Persons Living Below Poverty Level	24.2%	23.6%	13.5%
Teen Pregnancy Rate	18.1%	17.6%	12.8%

Source: US Bureau of Census, 1990

Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

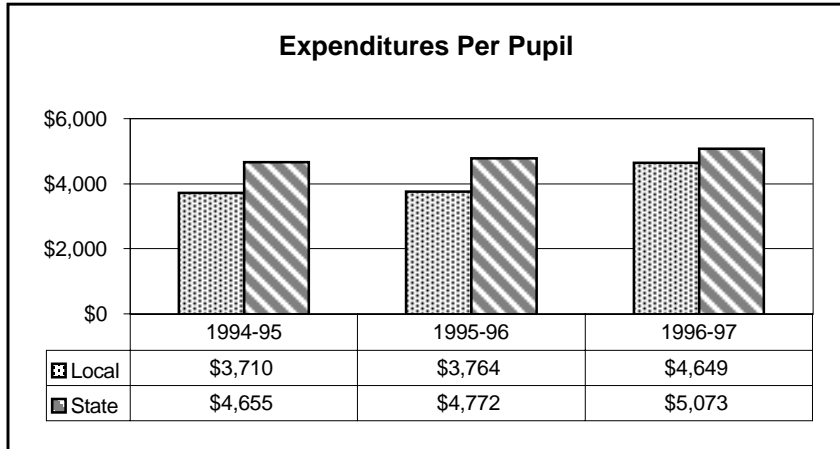
Terrebonne Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$21,573,072	26.8%	35.2%	\$22,288,101	27.2%	36.8%	\$36,194,582	36.5%	37.4%
State	\$48,184,975	59.9%	52.8%	\$47,749,180	58.4%	50.9%	\$50,828,879	51.3%	50.8%
Federal	\$10,697,049	13.3%	12.1%	\$11,792,150	14.4%	12.3%	\$12,105,619	12.2%	11.8%
Total	\$80,455,096	100.0%	100.0%	\$81,829,431	100.0%	100.0%	\$99,129,080	100.0%	100.0%

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
20,541	20,621	20,557

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$3,917	\$3,968	\$4,822
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$18,355	\$25,051	\$26,566
1995-96	\$18,355	\$24,850	\$26,800
1996-97	\$23,355	\$30,244	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$52,251,199	69.2%	68.1%	\$53,557,444	69.8%	68.0%	\$65,950,505	71.0%	68.2%
Non-Instructional Expenditures	\$23,274,604	30.8%	31.9%	\$23,224,453	30.2%	32.0%	\$26,983,370	29.0%	31.8%
Subtotal	\$75,525,803	100.0%	100.0%	\$76,781,897	100.0%	100.0%	\$92,933,875	100.0%	100.0%
Facility Acquisition & Construction Services	\$691,006			\$841,775			\$2,635,788		
Total Expenditures (excluding debt services)	\$76,216,809			\$77,623,672			\$95,569,663		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

Schools in Terrebonne Parish					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
19,900	20,035	19,819	19,870	20,411	20,234
1,209	1,221	1,238	1,253	1,290	1,332

Faculty with a Master's Degree or Higher											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
35.06	420	34.99	423	35.59	436	34.81	432	34.27	437	33.41	441

Class Size Characteristics for Grades K-12											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
~	~	~	~	29.15	200	29.66	183	36.32	231	41.53	277
~	~	~	~	58.45	401	59.00	364	50.47	321	47.83	319
~	~	~	~	12.39	85	11.35	70	13.21	84	10.64	71
~	~	~	~	10.75	108	13.55	136	13.13	132	16.78	172
~	~	~	~	40.00	402	45.82	460	49.25	495	46.34	475
~	~	~	~	49.25	495	40.64	408	37.61	378	36.88	378
~	~	~	~	16.94	126	17.29	129	16.23	124	17.06	150
~	~	~	~	31.05	231	31.10	232	32.46	248	25.26	222
~	~	~	~	52.02	387	51.61	385	51.31	392	57.68	507
14.66	351	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599
47.93	1,148	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016
37.41	896	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
Percent of Student Attendance						
<i>Elementary Schools</i>	~	~	94.66	94.49	95.51	95.33
<i>Middle/Jr. High Schools</i>	~	~	92.28	91.44	93.14	93.12
<i>High Schools</i>	~	~	89.39	88.49	90.13	90.48
<i>All Schools</i>	93.01	92.92	92.83	92.28	93.59	93.58

Student Dropouts											
1991-92		1992-93 ³		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
3.72	65	0.77	14	2.44	43	0.99	18	5.86	105	6.28	108
5.62	91	1.86	29	2.79	49	1.68	30	6.98	123	5.98	102
10.75	195	5.42	97	8.00	149	4.52	90	14.34	292	17.85	362
9.80	138	4.49	65	6.05	90	3.96	61	13.63	218	15.71	259
8.62	99	2.47	28	4.84	58	2.79	34	13.68	167	13.35	170
6.72	62	2.67	25	4.13	38	1.53	15	9.61	95	10.97	117

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled													
		1991-92		1992-93		1993-94		1994-95		1995-96 ¹		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Students Suspended and Expelled													
<i>Elementary Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	3.32	338
Suspended (Out of School)		~	~	~	~	8.63	892	7.97	824	7.14	774	8.26	840
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		~	~	~	~	0.23	24	0.13	13	0.09	10	0.10	10
<i>Middle/Jr. High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	15.07	923
Suspended (Out of School)		~	~	~	~	20.53	1,283	21.22	1,346	18.42	1,167	19.48	1,193
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		~	~	~	~	0.83	52	1.07	68	1.48	94	1.40	86
<i>High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	23.63	1,211
Suspended (Out of School)		~	~	~	~	21.30	999	22.27	1,085	18.98	957	20.75	1,063
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		~	~	~	~	0.49	23	0.72	35	1.29	65	1.54	79
<i>All Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	~	~	11.60	2,469
Suspended (Out of School)		12.21	2,649	12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086
Expelled (In School)		~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)		0.53	114	0.43	92	0.47	99	0.54	116	0.77	169	0.82	175

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

		Percent of Students Passing CRT and Number of Students Tested											
		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	96	1,523	97	1,350	97	1,395	96	1,461	95	1,496	94	1,501
	Mathematics	97	1,516	97	1,343	96	1,383	94	1,446	95	1,487	94	1,495
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	96	1,400	97	1,475	96	1,465	98	1,267	94	1,441	94	1,503
	Mathematics	96	1,400	96	1,467	97	1,463	97	1,265	96	1,434	96	1,508
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	93	1,353	94	1,503	95	1,399	96	1,370	95	1,488	94	1,421
	Mathematics	90	1,334	91	1,497	93	1,400	92	1,361	91	1,484	87	1,414
Graduation Exit Exam (GEE) Results													
	Language Arts	93	1,009	94	1,044	92	1,001	92	1,021	90	1,088	89	1,134
	Mathematics	84	998	86	1,043	84	1,002	84	1,017	77	1,083	75	1,132
	Written Composition	83	957	92	1,015	90	973	98	999	94	1,056	96	1,087
	Science	90	915	88	869	93	942	89	878	84	921	88	946
	Social Studies	88	920	89	874	89	940	90	880	90	920	92	932

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 ²	1993-94	1994-95	1995-96 ¹	1996-97
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quarter	~	23.0	23.5	27.6	25.7	26.6
	Third Quarter	~	29.4	29.3	28.5	26.5	30.0
	Second Quarter	~	29.2	28.1	29.2	27.2	26.0
	First Quarter	~	18.5	19.2	14.7	20.7	17.4
	Median Percentile Rank	~	52.3	52.5	54.7	52.6	55.3
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quarter	~	19.8	16.5	21.1	19.4	20.8
	Third Quarter	~	27.7	29.5	28.7	28.4	29.4
	Second Quarter	~	35.3	36.7	33.7	32.5	32.8
	First Quarter	~	17.2	17.3	16.5	19.7	16.9
	Median Percentile Rank	~	48.6	47.8	50.1	48.6	50.4
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quarter	~	~	~	~	~	23.1
	Third Quarter	~	~	~	~	~	32.7
	Second Quarter	~	~	~	~	~	30.1
	First Quarter	~	~	~	~	~	14.2
	Median Percentile Rank	~	~	~	~	~	54.2

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

² In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

College Readiness

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Average Composite Score	19.0	19.0	18.9	18.3	18.7

First-time College Freshmen Performance											
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97						
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Number of High School Graduates ¹	~	834	908	872	945						
HS Graduates Who Were First-time College Freshmen	~	31.77	265	40.64	369	35.78	312	35.66	337	32.03	287
First-time Freshmen Enrolled in College Remedial Courses	~	52.45	139	64.50	238	51.28	160	51.63	174	49.12	141

¹ Represents graduates from the previous school year.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics	2-11

Table 1
Schools in Terrebonne Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055001	Acadian Elementary School						
	Grade Structure	K-4,NG,S	K-4,NG,S	P,K-4,NG,S	P,K-4	K-4,NG	K-4,NG
	October 1 Membership	841	820	746	758	768	783
	Number of Faculty	52	54	57	60	59	64
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055002	Bayou Black Elementary School						
	Grade Structure	K-4,S	K-4,NG,S	P,K-4,S	P,K-4	K-4	K-4
	October 1 Membership	167	156	146	144	156	128
	Number of Faculty	15	13	15	15	17	16
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055003	Boudreaux Canal/Little Caillou School						
	Grade Structure	K-3	K-3,NG	K-3	P,K-3	K-6	K-6
	October 1 Membership	152	156	163	147	211	214
	Number of Faculty	11	12	12	17	18	22
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055004	Bourg Elementary School						
	Grade Structure	K-4,NG,S	K-4,NG,S	P,K-4,S	K-4	K-4	K-4
	October 1 Membership	422	426	391	400	367	364
	Number of Faculty	24	25	24	23	25	30
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055005	Bourgeois, H.L., High School						
	Grade Structure	9-12,S	9-12	9-12	9-12	9-12	9-12,NG
	October 1 Membership	911	945	916	926	1,098	1,126
	Number of Faculty	57	62	58	62	63	66
	Category	~	~	High	High	High	High
055006	Broadmoor Elementary School						
	Grade Structure	K-6,NG	K-6,NG,S	K-6,NG,S	K-6	K-6	K-6
	October 1 Membership	644	620	593	605	600	591
	Number of Faculty	37	35	36	40	40	45
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055007	Caldwell Middle School						
	Grade Structure	4-7,S	4-7,S	4-7,S	4-7	4-7	4-7
	October 1 Membership	515	546	538	518	528	497
	Number of Faculty	32	32	32	34	33	34
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Terrebonne Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055008	Coteau-Bayou Blue School						
	Grade Structure	K-6	K-6,NG,S	P,K-6,S	P,K-6	K-6,NG	K-6
	October 1 Membership	621	624	592	618	634	655
	Number of Faculty	40	39	42	45	46	48
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055009	Dularge Elementary School						
	Grade Structure	K-3,S	K-3,S	P,K-3,S	P,K-3	K-3	K-3
	October 1 Membership	342	306	292	298	276	254
	Number of Faculty	25	22	22	23	24	28
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055010	Dularge Middle School						
	Grade Structure	4-7,S	4-7,S	4-7,S	4-7	4-7	4-7
	October 1 Membership	256	291	261	252	245	264
	Number of Faculty	22	23	24	22	23	24
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055011	East Houma Elementary School						
	Grade Structure	K-1,2,NG	P,K-2,S	P,K-2,NG,S	P,K-2	K-2	K-2,NG
	October 1 Membership	419	450	419	385	426	415
	Number of Faculty	30	30	30	31	29	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055013	Ellender Memorial High School						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	992	1,002	1,020	1,099	1,263	1,287
	Number of Faculty	65	65	66	70	70	74
	Category	~	~	High	High	High	High
055014	Elysian Fields School						
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG
	October 1 Membership	514	561	539	515	508	483
	Number of Faculty	37	40	40	40	38	40
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055015	Evergreen Junior High School						
	Grade Structure	7-9	7-9,S	7-9,S	7-9	7-9,NG	7-9,NG
	October 1 Membership	923	967	988	1,047	1,017	1,014
	Number of Faculty	56	60	62	64	63	62
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Terrebonne Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055016	Gibson School						
	Grade Structure	K-4,S	K-4,S	P,K-4,S	P,K-4	K-4	K-4
	October 1 Membership	276	288	279	267	250	245
	Number of Faculty	21	24	22	23	23	22
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055017	Grand Caillou Elementary School						
	Grade Structure	K-3,S	P,K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3
	October 1 Membership	470	446	438	458	454	464
	Number of Faculty	31	33	32	36	38	40
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055018	Greenwood Middle School						
	Grade Structure	5-7,S	5-7,S	5-7,S	5-7	5-7	5-7
	October 1 Membership	235	236	213	215	191	209
	Number of Faculty	17	18	20	19	18	19
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055019	Honduras Elementary School						
	Grade Structure	K-3	K-3,NG,S	K-3,NG,S	K-3	K-3	K-3
	October 1 Membership	378	386	365	380	340	353
	Number of Faculty	29	31	27	33	31	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055020	Houma Junior High School						
	Grade Structure	7-9,S	7-9,S	7-9,S	7-9	7-9,NG	7-9
	October 1 Membership	993	1,040	1,043	1,054	1,084	1,095
	Number of Faculty	59	64	67	66	68	71
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055021	Lacache Middle School						
	Grade Structure	5-8,S	5-8,S	5-8,S	5-8	5-8	5-8
	October 1 Membership	520	526	522	474	472	470
	Number of Faculty	35	34	36	31	32	33
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055022	Legion Park School						
	Grade Structure	4-7,S	4-7,S	4-7,S	4-7	4-7,NG	4-7,NG
	October 1 Membership	296	278	281	257	252	268
	Number of Faculty	25	23	25	25	23	26
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Terrebonne Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055023	Lisa Park School						
	Grade Structure	K-7,S	K-7,NG,S	K-7,S	K-7	K-7	K-7
	October 1 Membership	646	646	666	644	638	632
	Number of Faculty	43	41	41	46	46	48
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055024	Little Caillou Elementary School						
	Grade Structure	4-6	4-6	4-6	Closed	~	~
	October 1 Membership	122	94	80	Closed	~	~
	Number of Faculty	11	10	8	Closed	~	~
	Category	~	~	Elementary	Closed	~	~
055025	Montegut Elementary School						
	Grade Structure	K-3,S	K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3
	October 1 Membership	198	196	201	223	232	221
	Number of Faculty	16	17	18	22	22	24
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055026	Montegut Middle School						
	Grade Structure	4-8,S	4-8,S	4-8,S	4-8	4-8	4-8
	October 1 Membership	697	724	729	713	716	715
	Number of Faculty	43	44	44	43	45	46
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055027	Mulberry Elementary School						
	Grade Structure	K-6	K-6,NG,S	P,K-6,S	K-6	K-6	K-6
	October 1 Membership	639	644	648	644	650	677
	Number of Faculty	38	39	37	40	44	45
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055028	Oaklawn Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	678	688	717	727	776	737
	Number of Faculty	46	47	54	53	51	54
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055029	Oakshire Elementary School						
	Grade Structure	K-6,S	K-6,NG,S	P,K-6,NG,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	582	565	599	599	575	537
	Number of Faculty	37	39	41	47	45	49
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Terrebonne Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055030	Pointe-aux-Chenes Elementary School						
	Grade Structure	K-4,S	K-4,NG,S	P,K-4,S	P,K-4	K-4	K-4
	October 1 Membership	247	235	224	219	201	181
	Number of Faculty	20	19	21	21	20	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055033	Schriever Elementary School						
	Grade Structure	K-3,NG	P,K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3
	October 1 Membership	561	563	564	575	565	580
	Number of Faculty	33	37	39	41	43	44
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055034	South Terrebonne High School						
	Grade Structure	9-12	9-12	9-12,S	9-12	9-12	9-12
	October 1 Membership	1,030	1,058	1,099	1,125	1,226	1,247
	Number of Faculty	63	65	66	68	68	72
	Category	~	~	High	High	High	High
055035	Southdown Elementary School						
	Grade Structure	P,K-6,NG,S	P,K-6,NG,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	600	585	572	589	522	506
	Number of Faculty	49	55	51	49	47	55
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055036	Terrebonne High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12	9-12
	October 1 Membership	879	891	918	965	1,040	1,054
	Number of Faculty	55	59	58	61	63	65
	Category	~	~	High	High	High	High
055038	Upper Little Caillou School						
	Grade Structure	K-4,S	K-4,NG,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG
	October 1 Membership	563	577	576	579	556	504
	Number of Faculty	36	38	41	41	44	43
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055039	Village East School						
	Grade Structure	3-6,S	3-6,S	3-6,S	3-6	3-6,NG	3-6,NG
	October 1 Membership	513	519	491	454	438	464
	Number of Faculty	40	42	39	37	37	36
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Terrebonne Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055041	West Park Elementary School						
	Grade Structure	K-3,S	K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3
	October 1 Membership	361	333	338	352	341	342
	Number of Faculty	24	25	25	26	30	36
	Category	~	~	Elementary	Elementary	Elementary	Elementary
055044	Grand Caillou Middle School						
	Grade Structure	4-8,S	4-8,S	4-8,S	4-8	4-8	4-8
	October 1 Membership	517	508	521	535	537	537
	Number of Faculty	32	37	37	39	39	37
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
055045	Genesis-Alternative High School						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	180	139	131	110	161	121
	Number of Faculty	13	14	14	13	13	14
	Category	~	~	High	High	High	High
District							
	October 1 Membership	19,900	20,035	19,819	19,870	20,411	20,234
	Number of Faculty	1,209	1,221	1,238	1,253	1,290	1,332

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School	19.61	10	18.52	10	26.79	15	27.12	16	29.31	17	26.98	17
055002	Bayou Black Elementary School	33.33	5	38.46	5	40.00	6	33.33	5	29.41	5	31.25	5
055003	Boudreaux Canal/Little Caillou School	63.64	7	66.67	8	58.33	7	43.75	7	47.06	8	42.86	9
055004	Bourg Elementary School	33.33	8	28.00	7	29.17	7	34.78	8	40.00	10	34.48	10
055005	Bourgeois, H.L., High School	42.11	24	41.94	26	43.10	25	45.16	28	39.68	25	43.94	29
055006	Broadmoor Elementary School	40.54	15	37.14	13	38.89	14	30.00	12	32.50	13	37.78	17
055007	Caldwell Middle School	41.94	13	41.94	13	38.71	12	36.36	12	37.50	12	42.42	14
055008	Coteau-Bayou Blue School	33.33	13	26.32	10	26.83	11	22.73	10	31.11	14	34.04	16
055009	Dularge Elementary School	32.00	8	45.45	10	50.00	11	39.13	9	37.50	9	33.33	9
055010	Dularge Middle School	23.81	5	22.73	5	26.09	6	28.57	6	27.27	6	30.43	7
055011	East Houma Elementary School	30.00	9	26.67	8	23.33	7	22.58	7	27.59	8	29.41	10
055013	Ellender Memorial High School	44.62	29	47.69	31	46.97	31	45.71	32	42.86	30	39.19	29
055014	Elysian Fields School	25.00	9	28.21	11	25.64	10	33.33	13	24.32	9	27.50	11
055015	Evergreen Junior High School	35.71	20	36.67	22	32.26	20	37.50	24	38.10	24	32.26	20
055016	Gibson School	57.14	12	45.83	11	40.91	9	47.83	11	47.83	11	54.55	12
055017	Grand Caillou Elementary School	25.81	8	24.24	8	25.00	8	30.56	11	22.22	8	18.42	7
055018	Greenwood Middle School	17.65	3	22.22	4	25.00	5	26.32	5	33.33	6	26.32	5
055019	Honduras Elementary School	27.59	8	29.03	9	22.22	6	21.21	7	22.58	7	18.75	6
055020	Houma Junior High School	44.07	26	39.06	25	41.79	28	39.39	26	38.24	26	31.43	22
055021	Lacache Middle School	26.47	9	23.53	8	19.44	7	16.13	5	25.00	8	21.21	7
055022	Legion Park School	33.33	8	31.82	7	29.17	7	32.00	8	21.74	5	19.23	5
055023	Lisa Park School	44.19	19	43.90	18	43.90	18	45.65	21	43.48	20	43.75	21
055024	Little Caillou Elementary School	30.00	3	33.33	3	28.57	2	Closed	Closed	~	~	~	~
055025	Montegut Elementary School	31.25	5	35.29	6	38.89	7	40.91	9	40.91	9	33.33	8
055026	Montegut Middle School	21.43	9	23.26	10	23.26	10	26.19	11	20.93	9	22.22	10
055027	Mulberry Elementary School	43.24	16	47.37	18	47.22	17	43.59	17	41.86	18	42.22	19
055028	Oaklawn Junior High School	28.26	13	29.79	14	24.07	13	32.08	17	33.33	17	31.48	17
055029	Oakshire Elementary School	32.43	12	26.32	10	25.00	10	23.91	11	20.93	9	32.65	16
055030	Pointe-aux-Chenes Elementary School	35.00	7	31.58	6	33.33	7	28.57	6	36.84	7	36.36	8
055033	Schriever Elementary School	63.64	21	59.46	22	53.85	21	53.66	22	47.62	20	43.18	19
055034	South Terrebonne High School	49.21	31	43.08	28	43.94	29	42.65	29	44.12	30	44.44	32
055035	Southdown Elementary School	30.61	15	23.64	13	31.37	16	26.53	13	28.89	13	30.19	16
055036	Terrebonne High School	50.91	28	54.24	32	58.62	34	50.82	31	39.68	25	38.46	25
055038	Upper Little Caillou School	22.22	8	29.73	11	40.00	16	40.00	16	42.86	18	31.71	13
055039	Village East School	27.50	11	34.15	14	34.21	13	33.33	12	27.78	10	22.22	8
055041	West Park Elementary School	45.83	11	48.00	12	52.00	13	57.69	15	51.72	15	42.86	15

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055044	Grand Caillou Middle School	28.13	9	32.43	12	29.73	11	33.33	13	28.21	11	32.43	12
055045	Genesis-Alternative High School	33.33	4	30.77	4	46.15	6	41.67	5	41.67	5	42.86	6
District		35.06	420	34.99	423	35.59	436	34.81	432	34.27	437	33.41	441
State		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Class Size Range 1 - 20	16.90	12	15.00	6	33.33	16	48.89	22	39.58	19	32.65	16
	Class Size Range 21 - 26	32.39	23	85.00	34	66.67	32	51.11	23	58.33	28	67.35	33
	Class Size Range 27 or more	50.70	36	0.00	0	0.00	0	0.00	0	2.08	1	0.00	0
055002	Bayou Black Elementary School												
	Class Size Range 1 - 20	55.56	5	42.86	3	80.00	8	75.00	6	66.67	6	57.14	4
	Class Size Range 21 - 26	44.44	4	42.86	3	10.00	1	25.00	2	33.33	3	42.86	3
	Class Size Range 27 or more	0.00	0	14.29	1	10.00	1	0.00	0	0.00	0	0.00	0
055003	Boudreaux Canal/Little Caillou School												
	Class Size Range 1 - 20	50.00	4	87.50	7	62.50	5	50.00	6	66.67	8	38.46	5
	Class Size Range 21 - 26	50.00	4	12.50	1	37.50	3	33.33	4	16.67	2	61.54	8
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	16.67	2	16.67	2	0.00	0
055004	Bourg Elementary School												
	Class Size Range 1 - 20	5.56	1	0.00	0	22.22	4	17.65	3	23.53	4	52.38	11
	Class Size Range 21 - 26	83.33	15	83.33	15	66.67	12	64.71	11	76.47	13	47.62	10
	Class Size Range 27 or more	11.11	2	16.67	3	11.11	2	17.65	3	0.00	0	0.00	0
055006	Broadmoor Elementary School												
	Class Size Range 1 - 20	6.25	3	8.89	4	9.43	5	13.64	6	14.58	7	27.27	18
	Class Size Range 21 - 26	87.50	42	71.11	32	69.81	37	56.82	25	29.17	14	13.64	9
	Class Size Range 27 or more	6.25	3	20.00	9	20.75	11	29.55	13	56.25	27	59.09	39
055008	Coteau-Bayou Blue School												
	Class Size Range 1 - 20	11.90	5	10.53	4	16.13	5	25.81	8	17.65	6	28.13	9
	Class Size Range 21 - 26	83.33	35	47.37	18	61.29	19	61.29	19	76.47	26	53.13	17
	Class Size Range 27 or more	4.76	2	42.11	16	22.58	7	12.90	4	5.88	2	18.75	6
055009	Dularge Elementary School												
	Class Size Range 1 - 20	76.47	13	66.67	10	26.67	4	30.77	4	38.46	5	46.15	6
	Class Size Range 21 - 26	23.53	4	33.33	5	73.33	11	69.23	9	61.54	8	53.85	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055011	East Houma Elementary School												
	Class Size Range 1 - 20	51.85	14	32.14	9	21.74	5	14.29	3	14.29	3	36.36	8
	Class Size Range 21 - 26	48.15	13	67.86	19	78.26	18	85.71	18	85.71	18	63.64	14
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055014	Elysian Fields School												
	Class Size Range 1 - 20	17.24	15	9.68	9	24.76	26	34.74	33	43.27	45	52.83	56
	Class Size Range 21 - 26	62.07	54	65.59	61	56.19	59	49.47	47	38.46	40	44.34	47
	Class Size Range 27 or more	20.69	18	24.73	23	19.05	20	15.79	15	18.27	19	2.83	3

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055016	Gibson School												
	Class Size Range 1 - 20	23.08	3	66.67	12	62.50	10	76.92	10	69.23	9	50.00	6
	Class Size Range 21 - 26	76.92	10	33.33	6	37.50	6	23.08	3	30.77	4	50.00	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055017	Grand Caillou Elementary School												
	Class Size Range 1 - 20	10.00	2	40.00	8	25.00	5	21.05	4	39.13	9	26.09	6
	Class Size Range 21 - 26	90.00	18	60.00	12	75.00	15	78.95	15	60.87	14	73.91	17
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055019	Honduras Elementary School												
	Class Size Range 1 - 20	35.29	6	61.11	11	58.82	10	52.94	9	58.82	10	58.82	10
	Class Size Range 21 - 26	64.71	11	38.89	7	41.18	7	47.06	8	41.18	7	41.18	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055023	Lisa Park School												
	Class Size Range 1 - 20	11.90	5	33.33	14	33.33	14	36.36	16	32.56	14	43.75	21
	Class Size Range 21 - 26	61.90	26	38.10	16	40.48	17	45.45	20	30.23	13	37.50	18
	Class Size Range 27 or more	26.19	11	28.57	12	26.19	11	18.18	8	37.21	16	18.75	9
055024	Little Caillou Elementary School												
	Class Size Range 1 - 20	75.00	6	44.44	4	0.00	0	Closed	Closed	~	~	~	~
	Class Size Range 21 - 26	0.00	0	55.56	5	25.00	1	Closed	Closed	~	~	~	~
	Class Size Range 27 or more	25.00	2	0.00	0	75.00	3	Closed	Closed	~	~	~	~
055025	Montegut Elementary School												
	Class Size Range 1 - 20	80.00	8	80.00	8	63.64	7	45.45	5	83.33	10	83.33	10
	Class Size Range 21 - 26	20.00	2	20.00	2	36.36	4	54.55	6	16.67	2	16.67	2
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055027	Mulberry Elementary School												
	Class Size Range 1 - 20	27.27	9	26.23	16	10.53	4	17.07	7	16.28	7	27.50	11
	Class Size Range 21 - 26	45.45	15	72.13	44	52.63	20	48.78	20	79.07	34	57.50	23
	Class Size Range 27 or more	27.27	9	1.64	1	36.84	14	34.15	14	4.65	2	15.00	6
055029	Oakshire Elementary School												
	Class Size Range 1 - 20	4.92	3	25.81	8	25.00	8	32.35	11	39.39	13	59.38	19
	Class Size Range 21 - 26	95.08	58	74.19	23	75.00	24	47.06	16	60.61	20	40.63	13
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	20.59	7	0.00	0	0.00	0
055030	Pointe-aux-Chenes Elementary School												
	Class Size Range 1 - 20	69.23	9	50.00	6	88.89	16	52.94	9	70.00	7	44.44	8
	Class Size Range 21 - 26	30.77	4	50.00	6	11.11	2	47.06	8	20.00	2	55.56	10
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	10.00	1	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055033	Schriever Elementary School												
	Class Size Range 1 - 20	13.04	3	4.17	1	26.92	7	8.00	2	42.50	17	43.90	18
	Class Size Range 21 - 26	86.96	20	95.83	23	73.08	19	92.00	23	57.50	23	56.10	23
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055035	Southdown Elementary School												
	Class Size Range 1 - 20	44.00	22	72.41	21	42.86	12	25.00	6	60.87	14	53.57	15
	Class Size Range 21 - 26	42.00	21	27.59	8	53.57	15	62.50	15	30.43	7	46.43	13
	Class Size Range 27 or more	14.00	7	0.00	0	3.57	1	12.50	3	8.70	2	0.00	0
055038	Upper Little Caillou School												
	Class Size Range 1 - 20	16.67	4	31.03	9	31.03	9	0.00	0	10.71	3	34.62	9
	Class Size Range 21 - 26	66.67	16	68.97	20	48.28	14	100.00	28	60.71	17	50.00	13
	Class Size Range 27 or more	16.67	4	0.00	0	20.69	6	0.00	0	28.57	8	15.38	4
055039	Village East School												
	Class Size Range 1 - 20	0.00	0	15.22	7	11.69	9	11.90	5	31.03	9	24.00	6
	Class Size Range 21 - 26	71.43	40	76.09	35	76.62	59	85.71	36	55.17	16	60.00	15
	Class Size Range 27 or more	28.57	16	8.70	4	11.69	9	2.38	1	13.79	4	16.00	4
055041	West Park Elementary School												
	Class Size Range 1 - 20	29.41	5	58.82	10	64.71	11	50.00	8	37.50	6	31.25	5
	Class Size Range 21 - 26	70.59	12	41.18	7	35.29	6	50.00	8	62.50	10	68.75	11
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.15	200	29.66	183	36.32	231	41.53	277
	Class Size Range 21 - 26	~	~	~	~	58.45	401	59.00	364	50.47	321	47.83	319
	Class Size Range 27 or more	~	~	~	~	12.39	85	11.35	70	13.21	84	10.64	71
District (All Schools)													
	Class Size Range 1 - 20	14.66	351	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599
	Class Size Range 21 - 26	47.93	1,148	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016
	Class Size Range 27 or more	37.41	896	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Class Size Range 1 - 20	5.88	5	1.64	1	0.00	0	0.00	0	7.79	6	14.49	10
	Class Size Range 21 - 26	57.65	49	65.57	40	52.50	42	68.83	53	58.44	45	62.32	43
	Class Size Range 27 or more	36.47	31	32.79	20	47.50	38	31.17	24	33.77	26	23.19	16
055010	Dularge Middle School												
	Class Size Range 1 - 20	0.00	0	0.00	0	20.00	7	38.10	16	68.09	32	33.33	16
	Class Size Range 21 - 26	100.00	20	81.48	22	80.00	28	38.10	16	31.91	15	56.25	27
	Class Size Range 27 or more	0.00	0	18.52	5	0.00	0	23.81	10	0.00	0	10.42	5
055015	Evergreen Junior High School												
	Class Size Range 1 - 20	9.20	15	11.43	20	16.20	29	13.09	25	11.35	21	10.87	20
	Class Size Range 21 - 26	36.20	59	36.57	64	30.73	55	37.70	72	57.30	106	27.17	50
	Class Size Range 27 or more	54.60	89	52.00	91	53.07	95	49.21	94	31.35	58	61.96	114
055018	Greenwood Middle School												
	Class Size Range 1 - 20	0.00	0	2.44	1	16.28	7	14.63	6	23.53	12	56.00	28
	Class Size Range 21 - 26	100.00	52	56.10	23	83.72	36	85.37	35	76.47	39	44.00	22
	Class Size Range 27 or more	0.00	0	41.46	17	0.00	0	0.00	0	0.00	0	0.00	0
055020	Houma Junior High School												
	Class Size Range 1 - 20	9.14	16	8.99	16	11.41	21	7.73	14	8.94	16	13.90	26
	Class Size Range 21 - 26	40.00	70	40.45	72	42.93	79	50.28	91	45.81	82	27.27	51
	Class Size Range 27 or more	50.86	89	50.56	90	45.65	84	41.99	76	45.25	81	58.82	110
055021	Lacache Middle School												
	Class Size Range 1 - 20	7.69	5	9.78	9	2.30	2	5.71	4	14.63	12	8.70	8
	Class Size Range 21 - 26	46.15	30	43.48	40	22.99	20	40.00	28	34.15	28	63.04	58
	Class Size Range 27 or more	46.15	30	46.74	43	74.71	65	54.29	38	51.22	42	28.26	26
055022	Legion Park School												
	Class Size Range 1 - 20	34.88	15	0.00	0	11.11	3	66.67	24	10.53	2	62.50	15
	Class Size Range 21 - 26	20.93	9	90.91	20	88.89	24	30.56	11	89.47	17	37.50	9
	Class Size Range 27 or more	44.19	19	9.09	2	0.00	0	2.78	1	0.00	0	0.00	0
055026	Montegut Middle School												
	Class Size Range 1 - 20	2.24	3	3.88	5	0.00	0	9.09	12	4.41	6	2.27	3
	Class Size Range 21 - 26	56.72	76	41.86	54	26.52	35	26.52	35	45.59	62	65.91	87
	Class Size Range 27 or more	41.04	55	54.26	70	73.48	97	64.39	85	50.00	68	31.82	42
055028	Oaklawn Junior High School												
	Class Size Range 1 - 20	6.67	8	6.96	8	13.43	18	10.77	14	8.80	11	21.48	29
	Class Size Range 21 - 26	54.17	65	23.48	27	29.85	40	53.85	70	36.80	46	54.07	73
	Class Size Range 27 or more	39.17	47	69.57	80	56.72	76	35.38	46	54.40	68	24.44	33

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055044	Grand Caillou Middle School												
	Class Size Range 1 - 20	5.26	5	18.27	19	20.19	21	20.19	21	13.46	14	16.35	17
	Class Size Range 21 - 26	44.21	42	59.62	62	41.35	43	47.12	49	52.88	55	52.88	55
	Class Size Range 27 or more	50.53	48	22.12	23	38.46	40	32.69	34	33.65	35	30.77	32
District	(Middle/Jr. High Schools)												
	Class Size Range 1 - 20	~	~	~	~	10.75	108	13.55	136	13.13	132	16.78	172
	Class Size Range 21 - 26	~	~	~	~	40.00	402	45.82	460	49.25	495	46.34	475
	Class Size Range 27 or more	~	~	~	~	49.25	495	40.64	408	37.61	378	36.88	378
District	(All Schools)												
	Class Size Range 1 - 20	14.66	351	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599
	Class Size Range 21 - 26	47.93	1,148	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016
	Class Size Range 27 or more	37.41	896	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956
State	(Middle/Jr. High Schools)												
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
State	(All Schools)												
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	Bourgeois, H.L., High School												
	Class Size Range 1 - 20	11.59	19	12.35	21	11.11	19	10.47	18	7.95	14	9.20	16
	Class Size Range 21 - 26	28.66	47	27.06	46	29.24	50	40.12	69	32.39	57	29.31	51
	Class Size Range 27 or more	59.76	98	60.59	103	59.65	102	49.42	85	59.66	105	61.49	107
055013	Ellender Memorial High School												
	Class Size Range 1 - 20	24.12	48	19.58	37	17.74	33	15.26	29	12.17	23	16.18	33
	Class Size Range 21 - 26	32.66	65	38.62	73	40.32	75	38.42	73	36.51	69	34.80	71
	Class Size Range 27 or more	43.22	86	41.80	79	41.94	78	46.32	88	51.32	97	49.02	100
055034	South Terrebonne High School												
	Class Size Range 1 - 20	11.70	20	11.93	21	13.11	24	15.38	28	15.05	28	9.84	24
	Class Size Range 21 - 26	30.41	52	26.14	46	31.69	58	26.92	49	31.18	58	17.62	43
	Class Size Range 27 or more	57.89	99	61.93	109	55.19	101	57.69	105	53.76	100	72.54	177
055036	Terrebonne High School												
	Class Size Range 1 - 20	7.89	12	12.26	19	8.75	14	12.66	20	13.53	23	13.88	29
	Class Size Range 21 - 26	32.89	50	29.03	45	25.00	40	20.25	32	33.53	57	27.27	57
	Class Size Range 27 or more	59.21	90	58.71	91	66.25	106	67.09	106	52.94	90	58.85	123
055045	Genesis-Alternative High School												
	Class Size Range 1 - 20	53.49	23	63.64	28	81.82	36	77.27	34	83.72	36	100.00	48
	Class Size Range 21 - 26	34.88	15	29.55	13	18.18	8	20.45	9	16.28	7	0.00	0
	Class Size Range 27 or more	11.63	5	6.82	3	0.00	0	2.27	1	0.00	0	0.00	0

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
Class Size Range 1 - 20		~	~	~	~	16.94	126	17.29	129	16.23	124	17.06	150
Class Size Range 21 - 26		~	~	~	~	31.05	231	31.10	232	32.46	248	25.26	222
Class Size Range 27 or more		~	~	~	~	52.02	387	51.61	385	51.31	392	57.68	507
District (All Schools)													
Class Size Range 1 - 20		14.66	351	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599
Class Size Range 21 - 26		47.93	1,148	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016
Class Size Range 27 or more		37.41	896	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956
State (High Schools)													
Class Size Range 1 - 20		~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26		~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more		~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)													
Class Size Range 1 - 20		29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26		40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more		30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-13

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
055001 Acadian Elementary School	94.70	94.49	94.92	94.61	95.33	95.37
055002 Bayou Black Elementary School	95.48	94.64	94.36	95.47	95.76	95.59
055003 Boudreaux Canal/Little Caillou School	94.27	93.86	94.71	94.17	95.53	94.50
055004 Bourg Elementary School	94.93	94.79	95.43	95.58	95.95	95.36
055006 Broadmoor Elementary School	95.05	95.16	95.29	95.35	96.03	96.03
055008 Coteau-Bayou Blue School	93.88	94.07	94.33	94.45	95.53	95.82
055009 Dularge Elementary School	93.95	93.82	93.92	94.11	95.49	95.66
055011 East Houma Elementary School	93.46	93.07	94.56	94.00	94.68	94.68
055014 Elysian Fields School	93.14	92.28	91.92	91.80	94.98	94.17
055016 Gibson School	95.06	94.63	94.76	95.59	95.95	95.09
055017 Grand Caillou Elementary School	93.39	93.33	93.37	92.84	94.55	94.10
055019 Honduras Elementary School	93.12	92.68	93.52	92.85	94.46	93.09
055023 Lisa Park School	95.50	95.74	95.94	95.66	96.56	96.37
055024 Little Caillou Elementary School	95.50	96.01	96.13	Closed	~	~
055025 Montegut Elementary School	94.75	94.40	95.15	95.41	95.61	94.86
055027 Mulberry Elementary School	96.11	96.54	96.85	96.61	96.95	96.96
055029 Oakshire Elementary School	94.20	94.65	94.50	94.28	95.77	95.89
055030 Pointe-aux-Chenes Elementary School	93.03	94.28	94.46	94.57	96.11	95.33
055033 Schriever Elementary School	94.47	94.09	95.25	95.21	95.70	96.14
055035 Southdown Elementary School	92.93	94.53	94.05	93.18	94.59	95.06
055038 Upper Little Caillou School	94.65	94.77	95.08	95.24	95.67	95.60
055039 Village East School	93.95	93.95	94.05	92.95	94.00	94.57
055041 West Park Elementary School	93.26	94.27	94.17	94.56	95.22	93.73
District (Elementary Schools)	~	~	94.66	94.49	95.51	95.33
District (All Schools)	93.01	92.92	92.83	92.28	93.59	93.58
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
055007 Caldwell Middle School	94.88	94.56	94.52	94.98	96.09	95.90
055010 Dularge Middle School	92.56	93.26	93.62	93.95	95.66	95.36
055015 Evergreen Junior High School	92.49	91.47	90.73	89.98	92.99	92.73
055018 Greenwood Middle School	94.33	94.70	94.86	94.42	94.58	95.22
055020 Houma Junior High School	91.91	91.02	91.02	89.87	92.09	92.05
055021 Lacache Middle School	94.04	93.54	93.42	93.04	95.02	94.47
055022 Legion Park School	93.83	94.31	92.24	93.53	93.78	94.08
055026 Montegut Middle School	93.54	94.23	94.17	93.19	95.13	94.86
055028 Oaklawn Junior High School	89.76	90.24	89.84	87.73	88.85	89.24
055044 Grand Caillou Middle School	93.23	93.01	93.36	92.16	93.02	92.71
District (Middle/Jr. High Schools)	~	~	92.28	91.44	93.14	93.12
District (All Schools)	93.01	92.92	92.83	92.28	93.59	93.58
State (Middle/Jr. High Schools)	~	~	92.84	92.72	92.56	93.14
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
055005 Bourgeois, H.L., High School	91.08	91.37	90.57	90.81	91.58	91.57
055013 Ellender Memorial High School	88.39	87.10	87.20	86.64	88.24	88.19
055034 South Terrebonne High School	91.79	91.34	91.24	89.48	92.15	92.30
055036 Terrebonne High School	90.72	91.67	89.74	89.15	89.82	91.27
055045 Genesis-Alternative High School	82.96	80.61	81.53	75.34	80.79	78.77
District (High Schools)	~	~	89.39	88.49	90.13	90.48
District (All Schools)	93.01	92.92	92.83	92.28	93.59	93.58
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
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Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
055005	Bourgeois, H.L., High School												
	Grade 9	25.32	20	14.08	10	9.62	10	6.48	7	24.74	47	29.94	50
	Grade 10	9.61	37	3.55	15	5.33	21	2.86	12	9.60	41	10.80	47
	Grade 11	8.83	31	1.20	4	4.86	17	4.19	14	13.94	46	9.14	33
	Grade 12	7.20	19	2.03	6	5.60	15	1.06	3	11.90	30	13.14	36
055007	Caldwell Middle School												
	Grade 7	3.38	5	0.00	0	2.94	4	0.68	1	6.38	9	0.78	1
055010	Dularge Middle School												
	Grade 7	0.00	0	0.00	0	1.47	1	0.00	0	8.20	5	7.69	5
055013	Ellender Memorial High School												
	Grade 9	13.40	56	5.70	27	10.72	46	5.84	30	15.67	81	21.96	112
	Grade 10	11.70	40	6.11	19	8.38	30	7.76	27	12.73	48	16.52	58
	Grade 11	10.55	27	4.25	11	8.23	20	3.65	10	10.95	30	11.53	37
	Grade 12	6.85	15	7.77	16	4.98	11	2.91	6	7.83	18	8.26	19
055015	Evergreen Junior High School												
	Grade 7	1.90	5	0.66	2	6.90	18	0.33	1	6.05	15	6.69	19
	Grade 8	6.83	30	3.24	14	2.99	15	2.77	14	7.07	36	5.02	22
	Grade 9	3.01	11	0.82	3	3.39	13	1.84	8	5.71	21	3.59	13
055018	Greenwood Middle School												
	Grade 7	1.28	1	0.00	0	0.00	0	1.23	1	1.49	1	4.55	3
055020	Houma Junior High School												
	Grade 7	7.19	20	2.03	6	1.40	4	1.78	5	6.16	18	10.20	30
	Grade 8	8.26	39	1.44	7	2.71	14	0.39	2	7.74	37	5.93	29
	Grade 9	5.34	22	2.34	10	5.72	25	4.55	21	7.27	32	6.50	28
055021	Lacache Middle School												
	Grade 7	1.37	2	0.00	0	0.60	1	1.19	2	4.76	7	3.15	4
	Grade 8	1.36	2	1.41	2	0.00	0	0.00	0	4.23	6	2.96	4
055022	Legion Park School												
	Grade 7	5.41	4	0.00	0	1.30	1	0.00	0	5.17	3	3.64	2
055023	Lisa Park School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	12.24	12	8.75	7
055026	Montegut Middle School												
	Grade 7	1.64	3	0.48	1	1.05	2	2.11	4	2.44	5	4.47	8
	Grade 8	2.55	4	0.63	1	2.98	5	1.08	2	4.35	7	3.83	7

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055028	Oaklawn Junior High School												
	Grade 7	6.05	25	0.91	4	2.51	11	0.70	3	5.39	23	5.61	23
	Grade 8	3.89	15	1.49	5	3.33	14	1.89	8	6.88	30	8.09	33
055034	South Terrebonne High School												
	Grade 9	8.80	39	7.23	31	7.54	34	2.04	9	9.78	45	18.92	88
	Grade 10	5.56	19	5.11	17	5.97	20	3.14	12	11.39	41	13.85	55
	Grade 11	6.83	17	2.78	7	3.97	11	2.70	7	8.70	24	11.90	32
	Grade 12	4.65	8	1.35	3	2.51	5	1.36	3	7.08	15	7.76	18
055036	Terrebonne High School												
	Grade 9	24.74	24	3.85	3	7.22	7	1.10	1	34.83	31	34.69	34
	Grade 10	9.20	32	1.51	6	3.51	14	0.73	3	14.39	61	14.83	66
	Grade 11	6.11	19	1.95	6	2.08	7	0.00	0	14.71	49	17.72	56
	Grade 12	6.69	19	0.00	0	2.37	6	0.37	1	9.78	27	12.26	38
055044	Grand Caillou Middle School												
	Grade 7	0.00	0	0.79	1	0.78	1	0.74	1	5.30	7	5.04	6
	Grade 8	0.93	1	0.00	0	1.08	1	3.51	4	6.86	7	6.48	7
055045	Genesis-Alternative High School												
	Grade 9	19.17	23	14.29	13	14.43	14	20.90	14	37.63	35	50.00	37
	Grade 10	15.15	10	10.81	8	6.33	5	10.00	7	48.21	27	43.42	33
	Grade 11	13.51	5	0.00	0	6.00	3	6.25	3	40.91	18	40.00	12
	Grade 12	3.45	1	0.00	0	3.13	1	4.26	2	15.63	5	16.22	6

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
District												
Grade 7	3.72	65	0.77	14	2.44	43	0.99	18	5.86	105	6.28	108
Grade 8	5.62	91	1.86	29	2.79	49	1.68	30	6.98	123	5.98	102
Grade 9	10.75	195	5.42	97	8.00	149	4.52	90	14.34	292	17.85	362
Grade 10	9.80	138	4.49	65	6.05	90	3.96	61	13.63	218	15.71	259
Grade 11	8.62	99	2.47	28	4.84	58	2.79	34	13.68	167	13.35	170
Grade 12	6.72	62	2.67	25	4.13	38	1.53	15	9.61	95	10.97	117
Grades 9 - 12	~	~	~	~	~	~	~	~	13.21	772	15.09	908
State												
Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.22	2
	Suspended (Out of School)	4.80	48	3.50	34	7.54	67	8.05	72	8.05	76	10.09	91
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.20	2	0.10	1	0.22	2	0.11	1	0.00	0	0.11	1
055002	Bayou Black Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.37	2
	Suspended (Out of School)	0.97	2	0.00	0	0.00	0	2.99	5	1.58	3	4.11	6
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055003	Boudreaux Canal/Little Caillou School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.42	1
	Suspended (Out of School)	3.59	6	0.52	1	1.63	3	0.61	1	6.50	16	3.77	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.42	1
055004	Bourg Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.42	2	0.85	4	0.23	1	3.03	13	4.65	19	4.77	19
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055006	Broadmoor Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.56	12	1.57	11	2.89	20	2.96	20	2.81	19	5.21	34
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055008	Coteau-Bayou Blue School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.03	30	6.30	48	7.30	52	7.47	54	7.66	59	9.34	69
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.26	2	0.14	1	0.00	0	0.26	2	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055009	Dularge Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.53	2	0.57	2	0.90	3	1.25	4	0.30	1	1.05	3
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055011	East Houma Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	6.78	35	11.11	60	12.36	65	4.14	20	8.50	48	10.65	54
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.19	1	0.37	2	0.00	0	0.00	0	0.00	0	0.00	0
055014	Elysian Fields School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	27.93	155
	Suspended (Out of School)	16.97	101	19.72	126	26.26	167	20.66	125	16.29	94	21.62	120
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.34	2	0.00	0	1.73	11	0.33	2	0.69	4	0.72	4
055016	Gibson School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.45	4
	Suspended (Out of School)	2.54	8	4.47	14	6.07	19	13.71	41	5.74	17	11.23	31
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055017	Grand Caillou Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.57	13	1.02	5	1.59	8	3.75	19	3.68	21	2.57	13
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.40	2	0.00	0	0.00	0	0.00	0
055019	Honduras Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.18	45	11.04	51	12.16	54	17.73	78	11.32	48	8.60	37
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.23	1	0.43	2	0.00	0	0.23	1	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055023	Lisa Park School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.14	1
	Suspended (Out of School)	2.99	23	1.07	8	3.67	28	2.79	21	2.66	19	2.95	21
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.13	1	0.00	0	0.00	0
055024	Little Caillou Elementary School												
	Suspended (Out of School)	11.03	15	6.50	8	1.10	1	Closed	Closed	~	~	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	Closed	Closed	~	~	~	~
055025	Montegut Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.61	4
	Suspended (Out of School)	0.00	0	0.46	1	0.92	2	1.61	4	1.77	5	2.02	5
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055027	Mulberry Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.28	2	0.58	4	1.32	9	1.33	9	1.39	10	1.93	14
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055029	Oakshire Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	6.83	48	6.07	41	7.46	50	8.19	58	5.44	38	3.11	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.15	1	0.00	0	0.00	0	0.00	0
055030	Pointe-aux-Chenes Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.63	7	1.20	3	4.42	10	2.67	6	4.74	11	11.00	22
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055033	Schriever Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.15	1
	Suspended (Out of School)	3.46	22	2.49	15	3.25	20	1.86	12	1.66	11	3.08	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.16	1	0.17	1	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055035	Southdown Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	9.17	56
	Suspended (Out of School)	12.21	90	19.19	133	20.54	144	14.91	106	17.38	122	12.93	79
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.14	1	0.29	2	0.42	3	0.00	0	0.16	1
055038	Upper Little Caillou School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.64	10	2.44	15	2.90	18	2.24	14	3.38	22	5.29	29
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
055039	Village East School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	20.08	107
	Suspended (Out of School)	14.98	93	17.23	107	21.35	130	21.02	120	18.97	99	19.51	104
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	2.09	13	0.48	3	0.82	5	0.88	5	0.77	4	0.38	2
055041	West Park Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.91	8
	Suspended (Out of School)	1.50	7	3.55	15	5.20	21	5.15	22	7.69	34	12.92	54
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.24	1

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	3.32	338
	Suspended (Out of School)	~	~	~	~	8.63	892	7.97	824	7.14	774	8.26	840
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.23	24	0.13	13	0.09	10	0.10	10
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.60	2,469
	Suspended (Out of School)	12.21	2,649	12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.53	114	0.43	92	0.47	99	0.54	116	0.77	169	0.82	175
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.34	64	14.14	83	15.28	92	13.54	80	9.89	56	14.44	78
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.65	4	0.17	1	0.17	1	0.34	2	0.00	0	0.00	0
055010	Dularge Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.36	1
	Suspended (Out of School)	21.63	61	15.53	50	16.61	50	11.55	32	9.16	24	13.67	38
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.31	1	0.00	0	0.36	1	0.00	0	0.00	0
055015	Evergreen Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.90	183
	Suspended (Out of School)	18.93	202	22.45	247	22.41	257	23.39	291	12.75	143	17.17	186
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.12	12	1.45	16	2.01	23	2.49	31	2.23	25	2.31	25
055018	Greenwood Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	11.32	30	10.73	28	11.49	27	16.31	38	20.87	43	8.81	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.43	1	0.97	2	0.00	0
055020	Houma Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	29.58	352
	Suspended (Out of School)	17.64	205	21.16	256	20.48	254	22.65	284	24.16	288	21.01	250
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.20	14	1.16	14	0.97	12	1.12	14	2.10	25	1.51	18
055021	Lacache Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.60	3
	Suspended (Out of School)	9.60	55	7.51	44	10.55	61	9.12	50	11.81	60	14.06	70
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.35	2	0.34	2	0.35	2	0.36	2	0.20	1	0.40	2

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055022	Legion Park School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	21.01	79	27.74	91	31.96	109	28.48	92	30.54	91	8.95	28
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.60	6	0.00	0	0.59	2	0.31	1	0.34	1	0.64	2
055026	Montegut Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.26	62
	Suspended (Out of School)	16.28	127	12.42	98	13.60	108	13.12	106	15.33	117	18.24	137
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.13	1	0.13	1	0.13	1	0.87	7	1.05	8	1.60	12
055028	Oaklawn Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	38.07	311
	Suspended (Out of School)	31.04	248	25.29	196	27.71	238	28.29	241	26.49	227	34.03	278
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.13	9	0.90	7	1.28	11	0.82	7	1.98	17	2.45	20
055044	Grand Caillou Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.71	16
	Suspended (Out of School)	11.31	64	17.37	99	15.10	87	21.39	132	22.17	133	21.32	126
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.18	1	0.00	0	0.32	2	2.50	15	1.18	7

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	15.07	923
	Suspended (Out of School)	~	~	~	~	20.53	1,283	21.22	1,346	18.42	1,167	19.48	1,193
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.83	52	1.07	68	1.48	94	1.40	86
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.60	2,469
	Suspended (Out of School)	12.21	2,649	12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.53	114	0.43	92	0.47	99	0.54	116	0.77	169	0.82	175
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	Bourgeois, H.L., High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	23.72	287
	Suspended (Out of School)	15.48	167	14.38	161	16.58	185	19.65	225	21.54	255	21.98	266
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.65	7	0.27	3	0.36	4	0.52	6	1.44	17	1.49	18
055013	Ellender Memorial High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	28.52	391
	Suspended (Out of School)	23.32	288	19.04	238	21.50	269	25.19	338	22.52	311	24.43	335
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.30	16	0.96	12	0.48	6	0.75	10	1.23	17	0.95	13
055034	South Terrebonne High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	20.83	276
	Suspended (Out of School)	19.32	233	18.35	227	22.50	284	21.11	275	16.71	217	17.43	231
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.00	12	0.89	11	0.48	6	0.15	2	1.39	18	1.58	21
055036	Terrebonne High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	22.37	257
	Suspended (Out of School)	17.40	181	13.69	140	19.43	211	20.42	231	11.80	131	17.67	203
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.87	9	0.39	4	0.37	4	0.71	8	0.54	6	1.48	17
055045	Genesis-Alternative High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.95	4
	Suspended (Out of School)	9.52	24	12.00	30	19.38	50	6.90	16	23.66	53	22.44	46
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.79	2	2.80	7	1.16	3	3.88	9	3.13	7	4.88	10

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	23.63	1,211
	Suspended (Out of School)	~	~	~	~	21.30	999	22.27	1,085	18.98	957	20.75	1,063
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.49	23	0.72	35	1.29	65	1.54	79
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.60	2,469
	Suspended (Out of School)	12.21	2,649	12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.53	114	0.43	92	0.47	99	0.54	116	0.77	169	0.82	175
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results.....	4-1
Norm-referenced Test (NRT) Results	4-11

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Language Arts	95	132	95	118	100	115	95	107	94	145	87	141
	Mathematics	97	132	97	117	97	115	94	107	94	145	86	139
055002	Bayou Black Elementary School												
	Language Arts	100	27	100	20	100	16	97	38	90	21	93	30
	Mathematics	100	27	100	19	100	16	89	38	76	21	90	30
055003	Boudreaux Canal/Little Caillou School												
	Language Arts	94	34	96	24	100	32	79	33	~	~	98	42
	Mathematics	94	34	96	23	100	32	85	33	~	~	95	42
055004	Bourg Elementary School												
	Language Arts	100	75	100	76	99	73	94	88	96	78	95	60
	Mathematics	100	75	100	77	99	73	94	88	99	78	97	60
055006	Broadmoor Elementary School												
	Language Arts	96	79	95	76	95	84	98	80	95	87	98	88
	Mathematics	97	78	97	76	95	83	91	79	95	86	93	88
055008	Coteau-Bayou Blue School												
	Language Arts	94	80	99	71	99	81	94	82	90	77	97	77
	Mathematics	97	78	97	70	97	79	99	78	96	77	91	76
055009	Dularge Elementary School												
	Language Arts	99	73	98	60	98	58	95	73	96	52	91	56
	Mathematics	92	72	97	59	95	58	84	73	98	52	95	55
055016	Gibson School												
	Language Arts	96	46	96	48	100	32	98	43	100	53	100	47
	Mathematics	96	46	98	47	94	31	98	43	92	53	98	47
055017	Grand Caillou Elementary School												
	Language Arts	93	98	98	84	96	92	98	91	95	104	97	94
	Mathematics	97	98	100	83	99	92	99	89	97	102	97	94
055019	Honduras Elementary School												
	Language Arts	97	79	97	69	90	69	90	84	97	61	92	66
	Mathematics	96	79	94	69	88	67	86	83	98	59	95	64
055023	Lisa Park School												
	Language Arts	99	85	99	74	100	76	100	65	100	74	98	83
	Mathematics	100	85	100	74	99	76	100	65	100	73	99	83

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055025	Montegut Elementary School												
	Language Arts	98	51	100	42	100	27	100	41	98	51	100	55
	Mathematics	98	51	100	42	100	27	100	40	96	51	100	55
055027	Mulberry Elementary School												
	Language Arts	99	94	99	81	99	99	100	81	98	86	100	88
	Mathematics	97	94	96	81	99	99	100	80	97	86	98	87
055029	Oakshire Elementary School												
	Language Arts	99	84	95	57	94	65	96	79	95	62	95	87
	Mathematics	98	84	96	57	95	65	96	79	94	62	98	87
055030	Pointe-aux-Chenes Elementary School												
	Language Arts	95	38	97	35	100	41	96	25	92	49	94	32
	Mathematics	95	38	100	35	95	41	100	25	94	49	91	32
055033	Schriever Elementary School												
	Language Arts	95	131	94	112	99	109	98	125	99	111	95	130
	Mathematics	96	130	95	111	98	107	99	123	93	110	96	130
055035	Southdown Elementary School												
	Language Arts	93	61	90	61	86	78	89	61	84	56	88	50
	Mathematics	89	61	92	61	88	77	85	60	80	55	82	50
055038	Upper Little Caillou School												
	Language Arts	99	86	98	85	99	88	97	101	96	107	99	97
	Mathematics	99	85	95	85	99	88	99	100	95	107	99	98
055039	Village East School												
	Language Arts	88	103	96	105	93	90	98	92	95	104	89	116
	Mathematics	92	102	98	105	93	88	97	91	96	104	94	116
055041	West Park Elementary School												
	Language Arts	99	67	100	52	94	70	96	72	90	77	87	61
	Mathematics	100	67	100	52	93	69	88	72	91	76	90	61
District													
	Language Arts	96	1,523	97	1,350	97	1,395	96	1,461	95	1,496	94	1,501
	Mathematics	97	1,516	97	1,343	96	1,383	94	1,446	95	1,487	94	1,495
State													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055003	Boudreaux Canal/Little Caillou School												
	Language Arts	~	~	~	~	~	~	~	~	~	~	95	22
	Mathematics	~	~	~	~	~	~	~	~	~	~	100	22
055006	Broadmoor Elementary School												
	Language Arts	99	83	100	83	100	75	100	72	99	77	97	86
	Mathematics	99	83	96	83	100	75	100	72	97	78	98	86
055007	Caldwell Middle School												
	Language Arts	98	123	99	131	96	125	96	105	95	120	95	128
	Mathematics	98	123	92	131	98	125	99	105	96	120	96	128
055008	Coteau-Bayou Blue School												
	Language Arts	100	69	95	93	96	73	100	73	98	95	95	85
	Mathematics	94	69	97	93	92	72	97	72	99	94	93	85
055010	Dularge Middle School												
	Language Arts	96	54	91	66	96	55	98	59	92	63	91	64
	Mathematics	93	54	94	66	96	55	97	59	98	63	100	64
055014	Elysian Fields School												
	Language Arts	98	174	96	204	96	192	98	169	95	175	97	178
	Mathematics	100	174	97	201	99	192	98	168	98	175	99	177
055018	Greenwood Middle School												
	Language Arts	95	65	99	69	100	60	100	60	91	56	98	83
	Mathematics	97	65	91	69	95	60	98	60	98	56	98	83
055021	Lacache Middle School												
	Language Arts	92	116	95	106	96	100	96	76	93	99	88	107
	Mathematics	91	115	97	106	96	100	92	76	95	97	88	107
055022	Legion Park School												
	Language Arts	99	71	93	56	97	62	93	42	83	70	82	61
	Mathematics	80	71	84	55	92	62	88	42	74	70	84	61
055023	Lisa Park School												
	Language Arts	100	80	100	81	99	86	100	82	99	74	95	86
	Mathematics	98	80	99	80	98	86	99	82	99	74	100	86
055024	Little Caillou Elementary School												
	Language Arts	84	32	100	30	96	23	Closed	Closed	~	~	~	~
	Mathematics	88	32	93	30	100	23	Closed	Closed	~	~	~	~

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055026	Montegut Middle School												
	Language Arts	96	147	99	143	99	173	100	136	99	149	98	148
	Mathematics	99	149	100	141	100	172	100	136	100	148	100	154
055027	Mulberry Elementary School												
	Language Arts	100	94	97	88	100	84	100	79	98	101	98	98
	Mathematics	100	94	98	88	100	84	97	79	99	100	98	98
055029	Oakshire Elementary School												
	Language Arts	94	67	99	73	96	90	100	66	93	69	92	89
	Mathematics	93	67	95	73	87	90	98	66	99	69	97	89
055035	Southdown Elementary School												
	Language Arts	93	54	82	57	85	60	84	51	87	71	79	58
	Mathematics	85	53	84	57	90	60	90	51	87	71	81	58
055039	Village East School												
	Language Arts	96	100	98	112	96	110	96	90	92	96	91	103
	Mathematics	95	100	99	112	98	110	97	90	96	94	97	103
055044	Grand Caillou Middle School												
	Language Arts	89	71	100	83	93	97	99	84	94	107	93	107
	Mathematics	100	71	100	82	98	97	99	84	99	107	96	107
District													
	Language Arts	96	1,400	97	1,475	96	1,465	98	1,267	94	1,441	94	1,503
	Mathematics	96	1,400	96	1,467	97	1,463	97	1,265	96	1,434	96	1,508
State													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Language Arts	94	112	97	113	100	115	97	105	98	123	94	119
	Mathematics	98	112	96	113	98	115	94	105	95	123	94	118
055010	Dularge Middle School												
	Language Arts	85	48	96	76	97	59	96	56	100	57	95	56
	Mathematics	94	47	93	76	92	59	95	56	95	57	91	56
055015	Evergreen Junior High School												
	Language Arts	95	177	93	214	93	192	91	207	91	193	91	221
	Mathematics	93	167	85	213	84	192	83	207	83	192	71	221
055018	Greenwood Middle School												
	Language Arts	99	67	100	78	98	58	100	63	97	60	100	56
	Mathematics	97	67	99	76	98	58	98	63	100	60	98	56
055020	Houma Junior High School												
	Language Arts	92	180	94	186	92	181	96	170	93	203	94	200
	Mathematics	84	178	90	185	90	180	91	172	88	206	80	200
055021	Lacache Middle School												
	Language Arts	89	129	94	139	93	135	93	131	95	131	91	116
	Mathematics	88	129	95	139	93	135	89	129	92	131	92	116
055022	Legion Park School												
	Language Arts	88	58	82	45	92	63	98	53	98	47	96	45
	Mathematics	72	58	71	45	78	63	87	53	85	47	91	44
055023	Lisa Park School												
	Language Arts	97	68	98	61	100	71	100	66	100	78	100	69
	Mathematics	96	68	100	61	99	71	95	65	99	78	100	69
055026	Montegut Middle School												
	Language Arts	99	144	98	162	99	153	99	148	97	178	97	152
	Mathematics	98	143	98	163	97	152	98	147	94	177	90	149
055028	Oaklawn Junior High School												
	Language Arts	89	276	90	331	93	275	95	281	95	317	92	297
	Mathematics	85	271	87	327	94	278	91	275	90	315	87	297
055044	Grand Caillou Middle School												
	Language Arts	95	94	93	98	95	97	99	90	95	101	99	90
	Mathematics	94	94	95	99	100	97	99	89	97	98	94	88

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	93	1,353	94	1,503	95	1,399	96	1,370	95	1,488	94	1,421
Mathematics	90	1,334	91	1,497	93	1,400	92	1,361	91	1,484	87	1,414
State												
Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	Bourgeois, H.L., High School												
	Language Arts	96	264	92	309	94	266	92	275	88	307	86	318
	Mathematics	86	262	85	305	80	263	82	277	73	303	73	315
	Written Composition	88	255	91	299	93	254	98	264	93	281	96	301
	Science	92	275	89	232	90	264	88	232	83	266	87	276
	Social Studies	91	275	96	233	93	263	92	233	91	264	94	277
055013	Ellender Memorial High School												
	Language Arts	90	219	96	182	91	221	94	195	93	255	94	219
	Mathematics	83	218	88	187	87	220	88	191	76	256	89	223
	Written Composition	81	210	93	183	84	219	98	196	94	251	99	218
	Science	90	180	88	181	96	184	89	195	84	177	89	239
	Social Studies	88	176	89	181	92	182	87	195	91	176	94	231
055034	South Terrebonne High School												
	Language Arts	93	238	97	242	94	210	92	244	89	250	89	255
	Mathematics	88	235	86	239	87	209	83	241	74	246	69	251
	Written Composition	79	228	93	235	94	202	96	238	95	251	94	240
	Science	94	207	93	182	94	217	95	177	89	190	93	179
	Social Studies	92	208	89	189	88	219	91	179	92	189	90	176
055036	Terrebonne High School												
	Language Arts	93	276	94	296	93	281	93	294	90	267	90	303
	Mathematics	80	273	88	297	88	288	85	295	87	268	76	304
	Written Composition	84	255	90	287	90	279	98	292	94	267	96	297
	Science	87	231	87	252	92	264	89	257	84	268	85	240
	Social Studies	85	238	87	252	84	262	92	256	89	271	90	236
055045	Genesis-Alternative High School												
	Language Arts	50	12	67	15	39	23	46	13	56	9	64	39
	Mathematics	60	10	47	15	23	22	54	13	40	10	49	39
	Written Composition	56	9	73	11	79	19	78	9	100	6	87	31
	Science	68	22	64	22	77	13	59	17	50	20	83	12
	Social Studies	43	23	42	19	50	14	47	17	50	20	58	12

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	93	1,009	94	1,044	92	1,001	92	1,021	90	1,088	89	1,134
Mathematics	84	998	86	1,043	84	1,002	84	1,017	77	1,083	75	1,132
Written Composition	83	957	92	1,015	90	973	98	999	94	1,056	96	1,087
Science	90	915	88	869	93	942	89	878	84	921	88	946
Social Studies	88	920	89	874	89	940	90	880	90	920	92	932
State												
Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055001	Acadian Elementary School						
	Fourth Quarter	~	27.5	19.6	37.3	27.7	29.4
	Third Quarter	~	30.3	33.7	28.4	22.9	31.2
	Second Quarter	~	31.2	32.6	21.6	30.1	26.6
	First Quarter	~	11.0	14.1	12.7	19.3	12.8
	Median Percentile Rank	~	54.7	51.8	64.3	50.8	58.2
055002	Bayou Black Elementary School						
	Fourth Quarter	~	25.0	27.8	29.4	32.4	16.7
	Third Quarter	~	50.0	66.7	35.3	24.3	38.9
	Second Quarter	~	25.0	0.0	23.5	35.1	33.3
	First Quarter	~	0.0	5.6	11.8	8.1	11.1
	Median Percentile Rank	~	65.0	71.5	61.0	56.0	56.0
055003	Boudreaux Canal/Little Caillou School						
	Fourth Quarter	~	~	~	~	~	20.7
	Third Quarter	~	~	~	~	~	20.7
	Second Quarter	~	~	~	~	~	20.7
	First Quarter	~	~	~	~	~	37.9
	Median Percentile Rank	~	~	~	~	~	39.0
055004	Bourg Elementary School						
	Fourth Quarter	~	22.1	28.8	30.3	27.9	23.7
	Third Quarter	~	41.9	35.6	30.3	16.2	28.8
	Second Quarter	~	29.1	21.9	22.4	25.0	30.5
	First Quarter	~	7.0	13.7	17.1	30.9	16.9
	Median Percentile Rank	~	57.6	62.0	60.7	46.8	53.3
055006	Broadmoor Elementary School						
	Fourth Quarter	~	36.8	32.8	40.9	47.4	45.0
	Third Quarter	~	42.1	43.1	34.8	30.3	38.3
	Second Quarter	~	11.8	13.8	22.7	15.8	11.7
	First Quarter	~	9.2	10.3	1.5	6.6	5.0
	Median Percentile Rank	~	70.7	69.3	70.0	74.3	71.8

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055007	Caldwell Middle School						
	Fourth Quarter	~	20.7	18.2	34.9	21.8	20.2
	Third Quarter	~	22.3	26.4	29.4	27.7	36.7
	Second Quarter	~	34.7	31.8	24.8	35.3	24.8
	First Quarter	~	22.3	23.6	11.0	15.1	18.3
	Median Percentile Rank	~	42.8	45.7	59.0	50.7	57.3
055008	Coteau-Bayou Blue School						
	Fourth Quarter	~	22.7	41.0	19.8	29.4	33.9
	Third Quarter	~	28.8	26.2	38.5	23.5	33.9
	Second Quarter	~	37.9	18.0	28.6	26.5	24.2
	First Quarter	~	10.6	14.8	13.2	20.6	8.1
	Median Percentile Rank	~	52.5	63.0	53.5	52.5	61.3
055010	Dularge Middle School						
	Fourth Quarter	~	8.3	13.3	9.1	20.4	21.2
	Third Quarter	~	28.3	33.3	34.5	22.2	26.9
	Second Quarter	~	38.3	25.0	47.3	29.6	36.5
	First Quarter	~	25.0	28.3	9.1	27.8	15.4
	Median Percentile Rank	~	42.5	47.5	45.0	44.3	49.6
055014	Elysian Fields School						
	Fourth Quarter	~	9.2	9.7	16.4	7.0	9.4
	Third Quarter	~	25.3	15.3	34.4	21.1	21.9
	Second Quarter	~	34.5	41.7	19.7	39.4	21.9
	First Quarter	~	31.0	33.3	29.5	32.4	46.9
	Median Percentile Rank	~	38.3	35.3	50.5	33.0	28.3
055016	Gibson School						
	Fourth Quarter	~	21.1	5.1	14.3	40.0	21.7
	Third Quarter	~	36.8	28.2	25.7	30.0	28.3
	Second Quarter	~	34.2	53.8	42.9	27.5	39.1
	First Quarter	~	7.9	12.8	17.1	2.5	10.9
	Median Percentile Rank	~	53.5	44.0	43.0	60.5	49.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055022	Legion Park School						
	Fourth Quarter	~	4.3	8.9	9.0	7.8	15.5
	Third Quarter	~	18.6	28.6	22.4	13.7	17.2
	Second Quarter	~	41.4	35.7	47.8	35.3	34.5
	First Quarter	~	35.7	26.8	20.9	43.1	32.8
	Median Percentile Rank	~	34.7	43.5	41.8	33.0	37.0
055023	Lisa Park School						
	Fourth Quarter	~	49.4	46.5	42.0	56.3	49.3
	Third Quarter	~	34.9	31.4	44.9	29.6	39.1
	Second Quarter	~	13.3	14.0	11.6	9.9	8.7
	First Quarter	~	2.4	8.1	1.4	4.2	2.9
	Median Percentile Rank	~	75.0	70.5	69.8	82.7	74.5
055024	Little Caillou Elementary School						
	Fourth Quarter	~	25.0	33.3	Closed	~	~
	Third Quarter	~	17.9	12.5	Closed	~	~
	Second Quarter	~	35.7	37.5	Closed	~	~
	First Quarter	~	21.4	16.7	Closed	~	~
	Median Percentile Rank	~	44.7	47.5	Closed	~	~
055026	Montegut Middle School						
	Fourth Quarter	~	48.8	55.3	66.7	62.5	42.1
	Third Quarter	~	31.7	31.6	33.3	30.0	44.7
	Second Quarter	~	14.6	13.2	0.0	5.0	13.2
	First Quarter	~	4.9	0.0	0.0	2.5	0.0
	Median Percentile Rank	~	75.0	76.3	88.0	83.5	72.7
055027	Mulberry Elementary School						
	Fourth Quarter	~	53.2	44.9	58.9	54.4	50.7
	Third Quarter	~	28.6	26.1	21.1	31.6	34.7
	Second Quarter	~	15.6	23.2	14.4	8.9	10.7
	First Quarter	~	2.6	5.8	5.6	5.1	4.0
	Median Percentile Rank	~	82.2	73.0	81.2	81.0	76.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

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~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055029	Oakshire Elementary School						
	Fourth Quarter	~	15.0	13.8	19.1	14.9	34.7
	Third Quarter	~	25.0	27.7	26.5	37.8	36.7
	Second Quarter	~	31.3	36.9	38.2	28.4	22.4
	First Quarter	~	28.8	21.5	16.2	18.9	6.1
	Median Percentile Rank	~	41.7	47.0	48.3	53.5	63.7
055030	Pointe-aux-Chenes Elementary School						
	Fourth Quarter	~	24.2	47.1	26.7	21.1	14.3
	Third Quarter	~	42.4	35.3	30.0	36.8	25.7
	Second Quarter	~	33.3	5.9	36.7	31.6	37.1
	First Quarter	~	0.0	11.8	6.7	10.5	22.9
	Median Percentile Rank	~	59.2	70.0	58.5	54.0	45.0
055035	Southdown Elementary School						
	Fourth Quarter	~	9.2	13.2	12.5	9.4	11.1
	Third Quarter	~	26.2	28.3	15.6	13.2	13.9
	Second Quarter	~	26.2	39.6	37.5	26.4	50.0
	First Quarter	~	38.5	18.9	34.4	50.9	25.0
	Median Percentile Rank	~	37.0	42.4	34.4	27.7	38.0
055038	Upper Little Caillou School						
	Fourth Quarter	~	10.5	18.7	35.4	13.6	25.0
	Third Quarter	~	26.3	29.3	20.3	29.5	27.4
	Second Quarter	~	36.8	18.7	31.6	34.1	31.0
	First Quarter	~	26.3	33.3	12.7	22.7	16.7
	Median Percentile Rank	~	39.0	49.0	56.0	46.4	52.0
055039	Village East School						
	Fourth Quarter	~	19.6	12.0	19.4	8.5	22.1
	Third Quarter	~	26.2	20.7	22.2	30.5	24.7
	Second Quarter	~	24.3	38.0	36.1	28.0	27.3
	First Quarter	~	29.9	29.3	22.2	32.9	26.0
	Median Percentile Rank	~	45.3	41.0	44.5	39.0	48.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055044	Grand Caillou Middle School						
	Fourth Quarter	~	17.2	14.6	5.9	10.0	9.6
	Third Quarter	~	25.3	31.7	22.8	30.0	23.3
	Second Quarter	~	34.3	30.5	43.6	36.3	35.6
	First Quarter	~	23.2	23.2	27.7	23.8	31.5
	Median Percentile Rank	~	45.8	48.6	38.3	43.0	39.0
District							
	Fourth Quarter	~	23.0	23.5	27.6	25.7	26.6
	Third Quarter	~	29.4	29.3	28.5	26.5	30.0
	Second Quarter	~	29.2	28.1	29.2	27.2	26.0
	First Quarter	~	18.5	19.2	14.7	20.7	17.4
	Median Percentile Rank	~	52.3	52.5	54.7	52.6	55.3
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

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~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055003	Boudreaux Canal/Little Caillou School						
	Fourth Quarter	~	~	~	~	~	31.3
	Third Quarter	~	~	~	~	~	37.5
	Second Quarter	~	~	~	~	~	31.3
	First Quarter	~	~	~	~	~	0.0
	Median Percentile Rank	~	~	~	~	~	61.0
055006	Broadmoor Elementary School						
	Fourth Quarter	~	38.4	25.6	35.2	36.0	39.7
	Third Quarter	~	36.0	37.2	39.4	46.7	34.5
	Second Quarter	~	20.9	33.3	19.7	13.3	20.7
	First Quarter	~	4.7	3.8	5.6	4.0	5.2
	Median Percentile Rank	~	71.0	59.0	67.2	70.0	70.5
055007	Caldwell Middle School						
	Fourth Quarter	~	20.2	12.5	14.9	18.9	15.5
	Third Quarter	~	22.6	31.3	31.6	26.4	39.2
	Second Quarter	~	37.9	37.5	38.6	34.9	28.9
	First Quarter	~	19.4	18.8	14.9	19.8	16.5
	Median Percentile Rank	~	47.2	45.0	47.3	48.2	52.6
055008	Coteau-Bayou Blue School						
	Fourth Quarter	~	26.5	16.5	20.3	18.8	16.3
	Third Quarter	~	22.1	39.2	21.9	28.1	28.8
	Second Quarter	~	23.5	34.2	42.2	31.3	38.8
	First Quarter	~	27.9	10.1	15.6	21.9	16.3
	Median Percentile Rank	~	49.0	54.3	43.7	46.8	47.8
055010	Dularge Middle School						
	Fourth Quarter	~	18.3	3.6	11.6	13.2	3.7
	Third Quarter	~	28.3	21.4	23.3	30.2	27.8
	Second Quarter	~	35.0	46.4	48.8	28.3	48.1
	First Quarter	~	18.3	28.6	16.3	28.3	20.4
	Median Percentile Rank	~	47.7	37.0	42.8	43.0	44.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

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³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055014	Elysian Fields School						
	Fourth Quarter	~	14.5	15.5	18.5	10.9	21.9
	Third Quarter	~	27.4	24.3	22.6	34.0	32.5
	Second Quarter	~	43.6	42.0	41.1	37.4	37.5
	First Quarter	~	14.5	18.2	17.9	17.7	8.1
	Median Percentile Rank	~	45.5	43.8	46.9	48.2	52.3
055018	Greenwood Middle School						
	Fourth Quarter	~	15.6	12.9	18.3	6.7	21.2
	Third Quarter	~	23.4	27.4	33.3	30.0	11.5
	Second Quarter	~	29.7	45.2	35.0	36.7	44.2
	First Quarter	~	31.3	14.5	13.3	26.7	23.1
	Median Percentile Rank	~	37.4	45.7	52.5	41.1	40.6
055021	Lacache Middle School						
	Fourth Quarter	~	8.7	9.6	11.6	16.7	23.4
	Third Quarter	~	26.9	29.8	25.6	27.3	35.1
	Second Quarter	~	37.5	32.7	36.0	33.3	24.7
	First Quarter	~	26.9	27.9	26.7	22.7	16.9
	Median Percentile Rank	~	37.2	44.5	43.6	45.8	55.0
055022	Legion Park School						
	Fourth Quarter	~	11.1	15.4	8.9	6.5	11.7
	Third Quarter	~	25.4	32.7	25.0	19.6	13.3
	Second Quarter	~	44.4	40.4	58.9	30.4	46.7
	First Quarter	~	19.0	11.5	7.1	43.5	28.3
	Median Percentile Rank	~	41.6	49.0	41.5	30.7	38.5
055023	Lisa Park School						
	Fourth Quarter	~	38.9	35.4	53.7	47.8	40.7
	Third Quarter	~	44.4	45.1	29.3	32.8	33.9
	Second Quarter	~	16.7	14.6	13.4	17.9	22.0
	First Quarter	~	0.0	4.9	3.7	1.5	3.4
	Median Percentile Rank	~	67.8	69.3	76.4	74.0	63.0

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³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055024	Little Caillou Elementary School						
	Fourth Quarter	~	13.0	14.3	Closed	~	~
	Third Quarter	~	17.4	25.0	Closed	~	~
	Second Quarter	~	34.8	50.0	Closed	~	~
	First Quarter	~	34.8	10.7	Closed	~	~
	Median Percentile Rank	~	34.0	41.8	Closed	~	~
055026	Montegut Middle School						
	Fourth Quarter	~	23.1	19.9	26.2	30.3	20.7
	Third Quarter	~	35.8	33.3	38.3	26.2	38.7
	Second Quarter	~	38.1	38.3	29.5	35.2	30.6
	First Quarter	~	3.0	8.5	6.0	8.2	9.9
	Median Percentile Rank	~	55.0	51.8	61.3	55.3	54.0
055027	Mulberry Elementary School						
	Fourth Quarter	~	46.9	37.6	52.6	41.2	39.4
	Third Quarter	~	38.3	41.2	34.2	32.4	27.7
	Second Quarter	~	14.8	17.6	10.5	19.1	26.6
	First Quarter	~	0.0	3.5	2.6	7.4	6.4
	Median Percentile Rank	~	74.6	69.8	77.5	69.0	67.7
055029	Oakshire Elementary School						
	Fourth Quarter	~	15.8	7.0	15.3	7.9	21.6
	Third Quarter	~	15.8	31.0	26.4	28.6	35.3
	Second Quarter	~	47.4	38.0	29.2	46.0	33.3
	First Quarter	~	21.1	23.9	29.2	17.5	9.8
	Median Percentile Rank	~	41.3	40.4	46.0	41.3	53.4
055035	Southdown Elementary School						
	Fourth Quarter	~	5.6	3.7	1.8	3.9	2.0
	Third Quarter	~	14.8	0.0	22.8	13.7	14.0
	Second Quarter	~	50.0	55.6	42.1	37.3	34.0
	First Quarter	~	29.6	40.7	33.3	45.1	50.0
	Median Percentile Rank	~	36.5	27.7	34.3	28.0	26.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

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~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055039	Village East School						
	Fourth Quarter	~	14.7	14.4	16.5	10.7	20.0
	Third Quarter	~	28.4	23.7	33.0	20.0	33.8
	Second Quarter	~	40.4	43.3	32.0	40.0	32.3
	First Quarter	~	16.5	18.6	18.4	29.3	13.8
	Median Percentile Rank	~	45.5	45.3	50.0	41.0	54.0
055044	Grand Caillou Middle School						
	Fourth Quarter	~	3.4	10.4	5.2	12.0	8.2
	Third Quarter	~	19.1	20.8	18.6	21.7	17.3
	Second Quarter	~	40.4	33.3	39.2	38.0	29.6
	First Quarter	~	37.1	35.4	37.1	28.3	44.9
	Median Percentile Rank	~	34.1	38.0	33.8	36.0	29.3
District							
	Fourth Quarter	~	19.8	16.5	21.1	19.4	20.8
	Third Quarter	~	27.7	29.5	28.7	28.4	29.4
	Second Quarter	~	35.3	36.7	33.7	32.5	32.8
	First Quarter	~	17.2	17.3	16.5	19.7	16.9
	Median Percentile Rank	~	48.6	47.8	50.1	48.6	50.4
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

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~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055015	Evergreen Junior High School						
	Fourth Quarter	~	~	~	~	~	20.9
	Third Quarter	~	~	~	~	~	27.8
	Second Quarter	~	~	~	~	~	34.8
	First Quarter	~	~	~	~	~	16.5
	Median Percentile Rank	~	~	~	~	~	50.0
055020	Houma Junior High School						
	Fourth Quarter	~	~	~	~	~	26.1
	Third Quarter	~	~	~	~	~	32.8
	Second Quarter	~	~	~	~	~	28.2
	First Quarter	~	~	~	~	~	12.9
	Median Percentile Rank	~	~	~	~	~	55.9
055021	Lacache Middle School						
	Fourth Quarter	~	~	~	~	~	25.7
	Third Quarter	~	~	~	~	~	31.4
	Second Quarter	~	~	~	~	~	29.5
	First Quarter	~	~	~	~	~	13.3
	Median Percentile Rank	~	~	~	~	~	53.5
055026	Montegut Middle School						
	Fourth Quarter	~	~	~	~	~	40.7
	Third Quarter	~	~	~	~	~	44.4
	Second Quarter	~	~	~	~	~	9.6
	First Quarter	~	~	~	~	~	5.2
	Median Percentile Rank	~	~	~	~	~	65.8
055028	Oaklawn Junior High School						
	Fourth Quarter	~	~	~	~	~	14.9
	Third Quarter	~	~	~	~	~	31.8
	Second Quarter	~	~	~	~	~	33.9
	First Quarter	~	~	~	~	~	19.4
	Median Percentile Rank	~	~	~	~	~	47.2

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~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
055044	Grand Caillou Middle School						
	Fourth Quarter	~	~	~	~	~	9.3
	Third Quarter	~	~	~	~	~	36.0
	Second Quarter	~	~	~	~	~	44.0
	First Quarter	~	~	~	~	~	10.7
	Median Percentile Rank	~	~	~	~	~	48.8
District							
	Fourth Quarter	~	~	~	~	~	23.1
	Third Quarter	~	~	~	~	~	32.7
	Second Quarter	~	~	~	~	~	30.1
	First Quarter	~	~	~	~	~	14.2
	Median Percentile Rank	~	~	~	~	~	54.2
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

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~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshman Performance.....	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results
Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
055005 Bourgeois, H.L., High School	18.8	19.4	19.0	19.0	19.0	18.6
055013 Ellender Memorial High School	17.8	17.9	17.5	17.5	17.9	17.8
055034 South Terrebonne High School	19.4	19.1	19.2	17.8	18.4	19.2
055036 Terrebonne High School	19.6	19.2	19.5	18.7	19.4	19.1
055045 Genesis-Alternative High School	16.5	11.5	15.0	16.0	13.7	14.0
District (Public)	19.0	19.0	18.9	18.3	18.7	18.7
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

First-Time Freshman Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	Bourgeois, H.L., High School												
	Number of High School Graduates ¹		~		239		268		240		262		225
	HS Graduates Who Were First-time College Freshmen	~	~	25.10	60	34.70	93	34.58	83	32.82	86	36.89	83
	First-time Freshmen Enrolled in College Remedial Courses	~	~	60.00	36	56.99	53	46.99	39	50.00	43	50.60	42
055013	Ellender Memorial High School												
	Number of High School Graduates ¹		~		183		168		193		180		198
	HS Graduates Who Were First-time College Freshmen	~	~	26.23	48	33.93	57	32.64	63	28.89	52	28.79	57
	First-time Freshmen Enrolled in College Remedial Courses	~	~	64.58	31	71.93	41	58.73	37	61.54	32	61.40	35
055034	South Terrebonne High School												
	Number of High School Graduates ¹		~		154		223		202		222		209
	HS Graduates Who Were First-time College Freshmen	~	~	37.01	57	38.57	86	40.10	81	35.14	78	24.40	51
	First-time Freshmen Enrolled in College Remedial Courses	~	~	50.88	29	61.63	53	51.85	42	50.00	39	52.94	27
055036	Terrebonne High School												
	Number of High School Graduates ¹		~		258		249		237		255		264
	HS Graduates Who Were First-time College Freshmen	~	~	38.76	100	53.41	133	35.86	85	46.67	119	36.36	96
	First-time Freshmen Enrolled in College Remedial Courses	~	~	43.00	43	68.42	91	49.41	42	49.58	59	38.54	37
055045	Genesis-Alternative High School												
	Number of High School Graduates ¹		~		~		~		~		26		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	~	~	~	~	7.69	2	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	~	~	~	~	50.00	1	~	~
District (Public)													
	Number of High School Graduates ¹		~		834		908		872		945		896
	HS Graduates Who Were First-time College Freshmen	~	~	31.77	265	40.64	369	35.78	312	35.66	337	32.03	287
	First-time Freshmen Enrolled in College Remedial Courses	~	~	52.45	139	64.50	238	51.28	160	51.63	174	49.12	141
State (Public)													
	Number of High School Graduates ¹		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

middle/junior high category—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.